Time: 9:30 – 10:45am, Tuesday and Thursday

Class Location: Drachman Hall A-120

Instructor: Dr. Sheila H. Parker
Health Promotion Sciences Division
P.O.B. 245158
Tucson, AZ 85724
Telephone: 626-3667
Email: parkers@email.arizona.edu

Instructor Office Hours: Tuesday, 11:00 a.m. - 1:00pm; Wednesday, 12:00-2:00pm or by appointment.

Teaching Assistant: Laura Morehouse, lmorehou@email.arizona.edu; office hours by appointment

Catalog Description: This course introduces the student to the process and methods of health education that are used to facilitate health behavior choices that enhance the quality of life in individuals, families and communities. Emphasis is on health education methods and strategies that can be applied in health education and health promotion interventions.

Course Prerequisites: Successful completion (Grade of “C” or better) of CPH 178, CPH 200, and CPH 350

MEZCOPH Undergraduate Public Health Program Level Competencies Addressed by CPH 381:
- Appropriately incorporate determinants of health (environmental, social, cultural, behavioral and biological) when studying the causation of disease and access to health services.
- Construct and evaluate a community level intervention that addresses a current public health issue.
- Identify individual and community behavioral health theories and their use in public health practice.

Course Objectives:
Course objectives are based on the Certified Health Education Specialist (CHES) Responsibilities & Competencies. Successful completion of this course prepares you to meet the following responsibilities and competencies:

- **Area of Responsibility I**: ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION
  - Competency 1.1: Plan assessment process
  - Competency 1.2: Access existing information and data related to health
  - Competency 1.4: Examine relationships among behavioral, environmental and genetic factors that enhance or compromise health
  - Competency 1.5: Examine factors that influence the learning process
  - Competency 1.6: Examine factors that enhance or compromise the process of health education

- **Area of Responsibility II**: PLAN HEALTH EDUCATION
  - Competency 2.1: Involve priority populations and other stakeholders in the planning process
  - Competency 2.2: Develop goals and objectives
  - Competency 2.3: Select or design strategies and interventions
  - Competency 2.4: Develop a scope and sequence for the delivery of health education
  - Competency 2.5: Address factors that affect implementation

- **Area of Responsibility III**: IMPLEMENT HEALTH EDUCATION
  - Competency 3.1: Implement a plan of action
Competency 3.3: Train individuals involved in implementation of health education

- **Area of Responsibility IV:** CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION
  - Competency 4.1: Develop evaluation/research plan
  - Competency 4.2: Design instruments to collect
  - Competency 4.3: Collect and analyze evaluation/research data
  - Competency 4.4: Interpret results of the evaluation/research
  - Competency 4.5: Apply findings from evaluation/research

- **Area of Responsibility V:** ADMINISTER AND MANAGE HEALTH EDUCATION
  - Competency 5.1: Manage fiscal resources
  - Competency 5.5: Facilitate partnerships in support of health education

- **Area of Responsibility VI:** SERVE AS A HEALTH EDUCATION RESOURCE PERSON
  - Competency 6.1: Obtain and disseminate health-related information
  - Competency 6.2: Provide training
  - Competency 6.3: Serve as a health education consultant

- **Area of Responsibility VII:** COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION
  - Competency 7.1: Assess and prioritize health information and advocacy needs
  - Competency 7.2: Identify and develop a variety of communications
  - Competency 7.3: Deliver messages using a variety of strategies, methods and techniques
  - Competency 7.4: Engage in health education advocacy
  - Competency 7.5: Influence policy to promote health

Note: Responsibilities and competencies are taken from National Commission for Health Education Credentialing, Inc. (NCHEC), Society for Public Health Education (SOPHE), American Association for Health Education (AAHE). (2010a). *A Competency-Based Framework for Health Education Specialists* - 2010. Whitehall, PA.

D2L Website: A D2L website will provide the course syllabus, required readings other than the textbook, assignments, guidance for assignments, grading rubrics, and will announce significant course changes and updates. To access the D2L website, go to: [http://d2l.arizona.edu/](http://d2l.arizona.edu/). You must have a valid UA NetID and Password (this is the same ID and password that you use for UA WebMail). Students enrolled in the class have automatically been added to the mailing list for this class.


Other Required Readings: All required readings other than the required text are listed in the course schedule and will be posted on D2L. The content of these readings will be included in course assignments and examinations.

Caution: The student is expected to prepare for each class by reading all assigned readings before the topic is covered in class. Classroom activities require an understanding of all assigned readings for class. The student may require multiple readings to fully understand the article, so it is unwise to leave any reading assignment until the last minute. Occasionally, you may be free to refer to some articles during exams; you are encouraged to label the article in a manner that helps you readily locate information.

Top Hat:
The Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system will be used in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit [tinyurl.com/TopHatStudentGuide](http://tinyurl.com/TopHatStudentGuide) for the Student Quick Start Guide which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will also be sent to your school email account (if you don’t receive this email, you can register by visiting our course website [tophat.com/e/XXXXXX](http://tophat.com/e/XXXXXX)).
Top Hat will require a paid subscription, and the standard pricing for the cheapest option is $24 for 4-months of unlimited access. For a full breakdown of all subscription options available please visit [www.tophat.com/pricing](http://www.tophat.com/pricing).

**Note:** You just need to replace "XXXXXX" with your 6 digit course join code.

**Course Requirements:** All students are expected to complete all assigned readings, attend and participate in all classes, complete individual and team projects, and take the scheduled examinations.

All required readings must be completed before the topic is first presented in class according to the schedule.

**Course Assignments:** This is a course in applied health education methods, which requires you to work alone and in teams to develop and present public health education products. You and your classmates will be responsible for demonstrating (teaching) many of the educational techniques/methods/strategies. This is the only way to be certain that you are developing skills. In brief, this is a methods class; participation will heavily impact the calculation of your grade. Needless to say, you must be present and prepared to participate.

**Learning Team Projects:**

Each member of the class is assigned to a 5 member learning team randomly. Your team and its members will be announced in class early in the semester. Students are randomly assigned into learning teams to fulfill requirements for the Learning Team Assignments. The team projects are designed to enhance your knowledge, skill development, and application of health education methods and interventions. For team projects, each member of each team will have opportunities to evaluate all team member’s contributions. The earned team scores will influence the individual student’s scores.

**Course Assignments and Evaluations:**

The following is an overview of scheduled course assignments and examinations. Please review the full requirements on D2L.

<table>
<thead>
<tr>
<th>Assignments and Examinations</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination 1</td>
<td>Feb. 4</td>
</tr>
<tr>
<td>Assignment 1: Individually researched problem and written lesson plan</td>
<td>Feb. 25</td>
</tr>
<tr>
<td>Assignment 2: Learning Group Written and Oral Presentations of Lesson Plans. Due by 9:00pm, Mar. 8.</td>
<td>Mar. 3, 8</td>
</tr>
<tr>
<td>Assignment 3: Unit Plan</td>
<td>Mar. 24</td>
</tr>
<tr>
<td>Each learning group will develop a unit plan with one sample lesson plan.</td>
<td></td>
</tr>
<tr>
<td>Examination 2</td>
<td>Apr. 5</td>
</tr>
<tr>
<td>Assignment 4: Learning Team: The Program Proposal</td>
<td>Apr. 26-May 3</td>
</tr>
<tr>
<td>Class presentations. Written proposal due May 4 (200 points)</td>
<td></td>
</tr>
<tr>
<td>In-Class Participation throughout the semester (30 points)</td>
<td>May 10 (8:00-10:00am)</td>
</tr>
<tr>
<td>Final Examination (100 points)</td>
<td></td>
</tr>
<tr>
<td>Total Points: 780 points</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Rubrics:**

All grading rubrics can be found on the course D2L site. Please consult the grading rubric before submitting assignments to be sure that you will get the best score for your work.
All written assignments must be completed using the following specifications: typed, double-spaced, Times New Roman or Arial 12 point font, margins no larger than 1” left and right and “1 top and bottom. All formatting, references, citations and proper documentation should use directions of the American Psychological Association (http://owl.english.purdue.edu/owl/resource/560/01).

Note: All team members, who responsibly work on the project, will share the grade for the team projects. Team members will be given the opportunity to evaluate each team member’s participation. Team members who do not support the team process and do not do their fair share of the work will be penalized.

**Grading System:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>780 – 702 (100 – 90%)</td>
</tr>
<tr>
<td>B</td>
<td>701 – 624 (89 – 80%)</td>
</tr>
<tr>
<td>C</td>
<td>623 – 546 (79 – 70%)</td>
</tr>
<tr>
<td>D</td>
<td>545 – 468 (69 - 60%)</td>
</tr>
<tr>
<td>E</td>
<td>≤467 (≤60%)</td>
</tr>
</tbody>
</table>

**Class Attendance/Participation:** You will learn more (and more easily) when you attend and actively participate in lecture and discussions. Attendance will be taken on each class day using Top Hat. The following rules are implemented to help the student achieve as much success as possible from this course.

- If you are absent, it is your responsibility to obtain class information from your Learning Team members.
- DO NOT sign in for others; those involved will be penalized.
- There will be no make-up assignments or examinations without valid documented excuses (hospitalization and documented schedule conflicts) and approval of the instructor. If you have schedule conflicts, please provide appropriate documentation to the instructor prior to the assignment or examination date. If there is hospitalization, all documentation must be submitted to me or the Teaching Assistant before or upon the student’s return to class and not at end of the semester.
- All students are required to attend all scheduled classes. Students with more than 3 absences will be penalized with a reduction of five (5) points from the final score/grade for each absence in excess of 3 absences.
- Students with six (6) or more unexcused absences will be dropped from the course and/or receive an “E” grade.
- All assignments will be submitted on the scheduled due dates and times. Any assignment submitted late will receive a reduction in the grade of 10 points for each day that it is late up to four days. After 4 days the grade will be zero (0).
- Team participation is ESPECIALLY critical for success in this course. Students not participating in team activities and evaluated poorly by peers can expect their course grades to be affected. Teams are encouraged and required to use the D2L or other electronic discussion capabilities to meet and to discuss class projects, in order to avoid conflicting schedules and availability.
- All holidays or special events observed by organized religions and the UA will be honored for those students who show affiliation with that particular religion.
- Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

**Communications:** You are responsible for reading emails sent to your UA account from your professor and the teaching assistant and the announcements that are placed on the course D2L site. Information about readings, news events, assignments and other course related topics will be communicated to you using these electronic methods. The official policy can be found at: http://www.registrar.arizona.edu/emailpolicy.htm

**Disability Accommodation:** If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations as early as possible. The official policy can be found at: http://catalog.arizona.edu/2015-16/policies/disability.htm

**Academic Integrity:** All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity. Cheating and plagiarism are not tolerated in this course. Such behavior will negatively impact your grade and/or your enrollment in the course.
Plagiarism: What counts as plagiarism? Here are some examples.

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
- Submitting any work that is not your own as though it is yours.

Classroom Behavior: The student's behavior and conduct is expected to be cordial and respectful. The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: [http://policy.arizona.edu/disruptive-behavior-instructional](http://policy.arizona.edu/disruptive-behavior-instructional) and the Policy on Threatening Behavior by Students found at: [http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting](http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting).

Instructional Rules and Decorum:

- Cell phones must be turned off or set to vibrate during class, when not being used for a Top Hat activity. Only emergency phone calls should be answered during class and should be answered in the hallway.
- Students who are disrespectful to the instructor, teacher’s assistants, to each other, or to visiting lecturers will be asked to leave the classroom.
- The use of laptops and other electronic devices is not permitted in class, unless special permission is given by the instructor for a specific class project, or if it is being used for a Top Hat activity. Smart pens may be used for note-taking. Students violating this rule will be penalized. Students found checking email, working on non-class related material, and/or searching the web may be asked to leave the class.
- Additionally, behavior such as refusing to be seated, talking during lectures, sleeping, eating, newspaper reading, and entering the classroom late or leaving early without authorization may be deemed disruptive by the instructor and/or teaching assistants and the student will be asked to leave the class.
- If you are asked to leave the class, you will be recorded as absent from the class. Leaving the class early without permission will be recorded as an unexcused absence. Students who are more than 10 minutes late for class without the instructor’s permission will be recorded as absent for the day.
- During examinations, students will remain in their seats until they have completed their exams. If the student leaves the room during an exam, he/she must submit the exam as finished before leaving the room. The student will not be permitted to complete the exam upon returning to the classroom. Cheating is not permitted.

Grade Appeal Policy: If the student disagrees with a grade, the student may submit the complaint in writing with supporting evidence to the professor. Upon receiving a response from the instructor, the student may decide to accept the professor’s decision or may move forward with the grade appeal process. [http://catalog.arizona.edu/2014-15/policies/gradappeal.htm](http://catalog.arizona.edu/2014-15/policies/gradappeal.htm).

UA Smoking and Tobacco Policy:
The University’s "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available at: [http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf](http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf)

Syllabus Changes: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advanced notice, as deemed appropriate.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Required Readings (Read before each class)</th>
<th>Topics</th>
<th>Due: Syllabus Contract (see page 7)</th>
</tr>
</thead>
</table>
| Jan. 14          | o Welcome                                                                                                                                                                                                                                                                                                                                                                           | o Review of Course syllabus  
|                  | o Signature of syllabus statement  
|                  | o Get acquainted activity                                                                                                                                                                                                                                                                                                  |                                                                                                                                  |                                                                                                                                  |
|                  |                                                                                                                                  | o Ethics in Health Education  
|                  |                                                                                                                                  | o Cultural Competence  
|                  |                                                                                                                                  | o Your philosophy  
|                  |                                                                                                                                  | o Your portfolio  
|                  |                                                                                                                                  | Team assignments                                                                                                                                                                                                                                              |                                                                                                                                  |
|                  |                                                                                                                                  | Contextual Considerations for Behavior Change                                                                                                                                                                                                                  |                                                                                                                                  |
| Feb. 4           |                                                                                                                                                                                                                                                                                                                                                                                   | Examination 1                                                                                                                                                                                                                                                  |                                                                                                                                  |
| Feb. 9, 11, 16, 18 | • Chapter 4. Gilbert et al. Methods of Instruction and Intervention                                                                                                                                                                                                                                                      | Health Education Methods and Strategies  
|                  |                                                                                                                                  | Selection for Instruction and Intervention  
|                  |                                                                                                                                  | Writing lesson plans  
|                  |                                                                                                                                  | Case Study  
|                  |                                                                                                                                  | Assignment 1: Submitted today, Feb. 25                                                                                                                                                                                                                       |                                                                                                                                  |
| Mar. 1, 3        | Developing lesson plans for case study by Learning Teams                                                                                                                                     | Developing Presentation and Unit Plans  
|                  |                                                                                                                                  | Assignment 2: Written & oral presentations for case study lesson plans by Learning Teams on March 10                                                                                                                                                           |                                                                                                                                  |
| Mar. 8, 10       | Chapter 5: Presentation and Unit Development                                                                                                                                                                                                                | Assignment 3: Unit Plan is due Mar. 26                                                                                                                                                                                                                         |                                                                                                                                  |
| Mar. 12 - 22     | Spring Recess                                                                                                                                                                                                                                               | Assignment 4: Team Presentations on Grant Proposals  
|                  |                                                                                                                                  | Written Grant Proposal (hard copy and electronic versions) is due May 4 by 9:00 p.m.                                                                                                                                                                       |                                                                                                                                  |
| Mar. 22, 24      | Chapter 6: Technology and Health Education                                                                                                                                                                                                                  | The Use of Technology in Health Education  
|                  |                                                                                                                                  | Assignment 3: Unit Plan is due Mar. 26                                                                                                                                                                                                                       |                                                                                                                                  |
| Mar. 29, 31      | Chapter 7: Use of Media                                                                                                                                                                                                                                      | Assignment 3: Unit Plan is due Mar. 26                                                                                                                                                                                                                       |                                                                                                                                  |
| Apr. 5           |                                                                                                                                                                                                                                                                                                                                                                                   | Examination 2                                                                                                                                                                                                                                                  |                                                                                                                                  |
| Apr. 7           | • Chapter 8: Health Disparities  
| April 12, 14     | The Community ToolKit [http://ctb.ku.edu/en/writing-grant-application](http://ctb.ku.edu/en/writing-grant-application)                                                                                                                                          | Grant Writing                                                                                                                                                                                                                                                  |                                                                                                                                  |
| Apr. 19, 21      | Chapter 9: Special Challenges                                                                                                                                                                                                                               | Designing and Developing Curriculum in Special Challenges  
|                  |                                                                                                                                  | Methods for Policy Changes                                                                                                                                                                                                                                      |                                                                                                                                  |
| Apr. 26, 28, May 3 | Team Presentations on Grant Proposals                                                                                                                                                                                                                         | Assignment 4: Team Presentations on Grant Proposals  
|                  |                                                                                                                                  | Written Grant Proposal (hard copy and electronic versions) is due May 4 by 9:00 p.m.                                                                                                                                                                       |                                                                                                                                  |
| May 10           | Final Examination  
|                  | 8:00 am - 10:00 am                                                                                                                                                                                                                                           | Assignment 4: Team Presentations on Grant Proposals  
|                  |                                                                                                                                  | Written Grant Proposal (hard copy and electronic versions) is due May 4 by 9:00 p.m.                                                                                                                                                                       |                                                                                                                                  |
SYLLABUS ACCEPTANCE CONTRACT

By signing my name below, I acknowledge receipt of the course syllabus for CPH 381 Health Education Intervention Methods, Spring 2016. I have read the syllabus and I agree to abide by it. I understand the syllabus. I have had the opportunity to ask questions, and have them answered related to the syllabus.

I understand that my professor is a course and professional resource, so I agree that the first step to addressing any course questions or comments is to contact her by e-mail or to meet with her during scheduled office hours.

I am committed to adhering to all policies contained in the syllabus and I understand the consequences of not doing so.

Print Your Name ____________________________________

Your Signature _____________________________________

Date ______________________________________________